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ABSTRACT

This district curriculum guide for teaching media skills in grades K-10 lists the skills that should be taught in grades K-6 and at the junior and senior high school levels. It is suggested that these skills be integrated into the classroom curriculum with emphasis on applications. The skills for grades K-6 are presented in five strands: (1) the base and applications skills that children need to become effective independent library users, including search strategies and use of various reference materials; (2) visual literacy skills, which focus on the interpretation of visual messages from picture books and films, and include critical thinking; (3) production skills, which are taught through student participation in the production of a drama, an audiotape, puppetry, and one camera based production; (4) computer skills, which include computer operation, history, applications, and components; and (5) literature skills, which are taught through the use of examples from critically acclaimed children's books. Enrichment activities are suggested for each of these strands. Base and applications skills building on those taught at the elementary level are listed for grades 7 and 8, while activities listed for senior high school students include review of research skills and strategies in conjunction with class assignments and the introduction of new reference sources. For grades 7-10, a symbol is given for each skill to indicate whether it is to be reviewed, introduced, or strongly emphasized at a given grade level. (DJR)

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IOWA CITY COMMUNITY SCHOOL DISTRICT

K-10 Media Skills Sequence

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1986

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IOWA CITY COMMUNITY SCHOOL DISTRICT
K-12 Media Skills
Introduction

A function of the media center is the communication of information through the use of print and nonprint media. The organization, equipment and staff of the media center make it possible for students to access information. Independent and confident use of the media center is a goal of instruction in media skills.

Integration of the teaching of these skills into the students' course of study is encouraged in order to create a meaningful learning situation.

May, 1986

LIBRARY/MEDIA SKILLS
K-6

Information Skills Strand
"Base Skills"

These skills are essential skills for children to master in order to become effective independent library users. These skills need to be taught in the context of various applications. For example, the index skills are taught in the context of encyclopedia, almanac, and card catalog.

Alphabetizing Skills

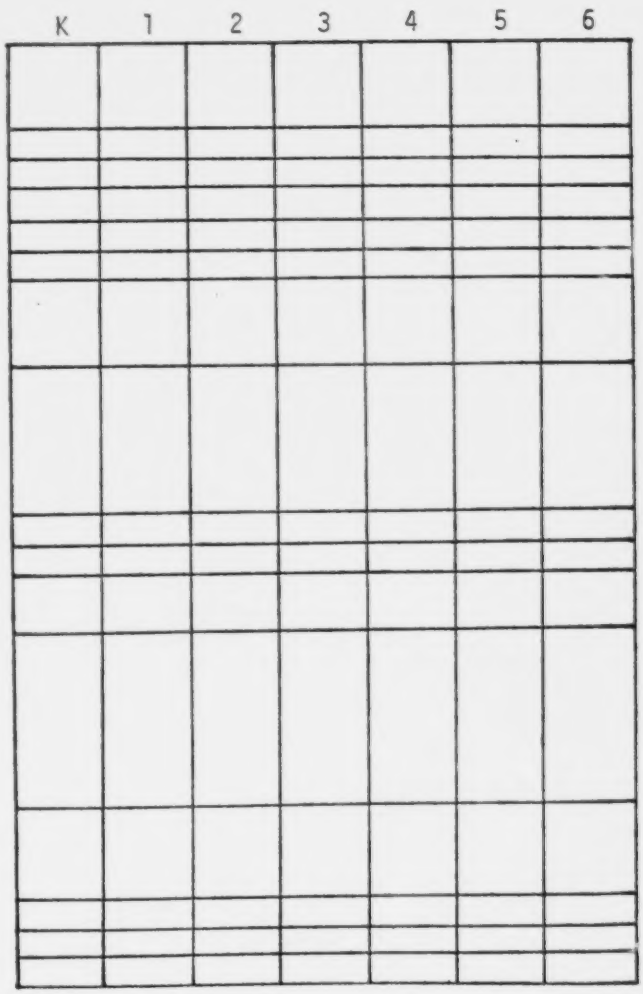
- -alphabetical order
  - -first letter
  - -second letter
  - -third letter
- -guides/guide words
- -a, an, the rules for title
- -last name first
- -filing rules: Mr., Mrs.; numbers; Mc, Mac; abbreviations

Index Skills

- -key words
- -cross references
- -main headings/sub headings
- -pagination (meaning of , and -)

Parts of a Book

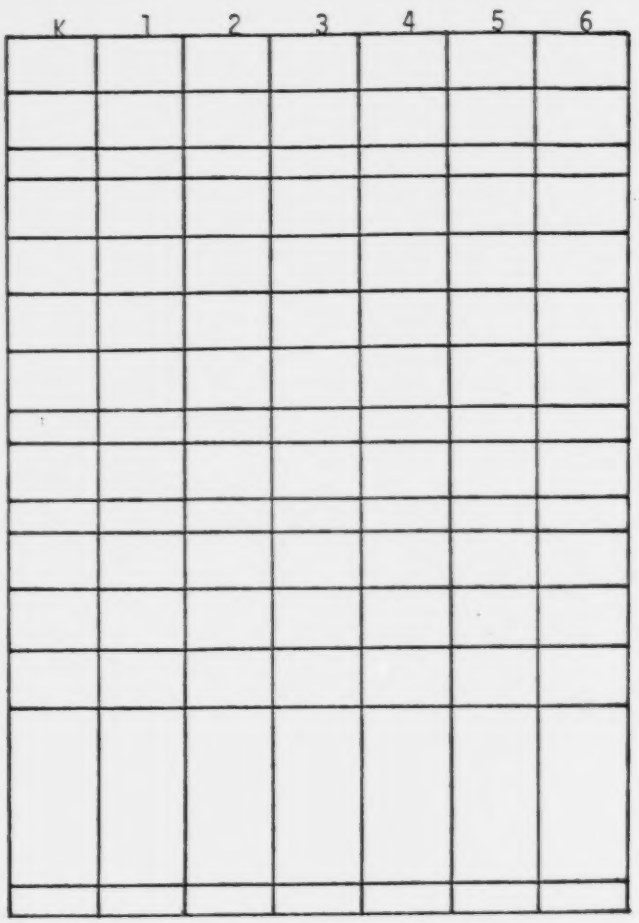
- -physical parts: cover, spine, jacket, blurb
- -information on title page: title, author, illustrator, publisher, copyright
- -table of contents
- -index
- -glossary



5/86 Iowa City Community Schools

Arrangement

-organization of the library
-location/definition of easy/everybody
-location/definition of fiction
-location/definition of biography
-location/definition of nonfiction
-location/definition of reference
-shelf arrangement of easy/fiction
-shelf arrangement of biography
-shelf arrangement of nonfiction
-meaning of call number
-location of books in easy/fiction by call number
-location of biography by call number
-location of nonfiction by call number



Search

-generate questions around a concept
-identify key words

Information Skills Strand
"Application Skills"

These skills involve application of the basic library skills to specific library situations. Units taught must include instruction and practice of the basic library skills in an applied context.

Encyclopedia

- -location in media center
- -definition/distinction from dictionary
- -INDEX SKILLS
- -guide words
- -note-taking
- -cross reference

Almanacs

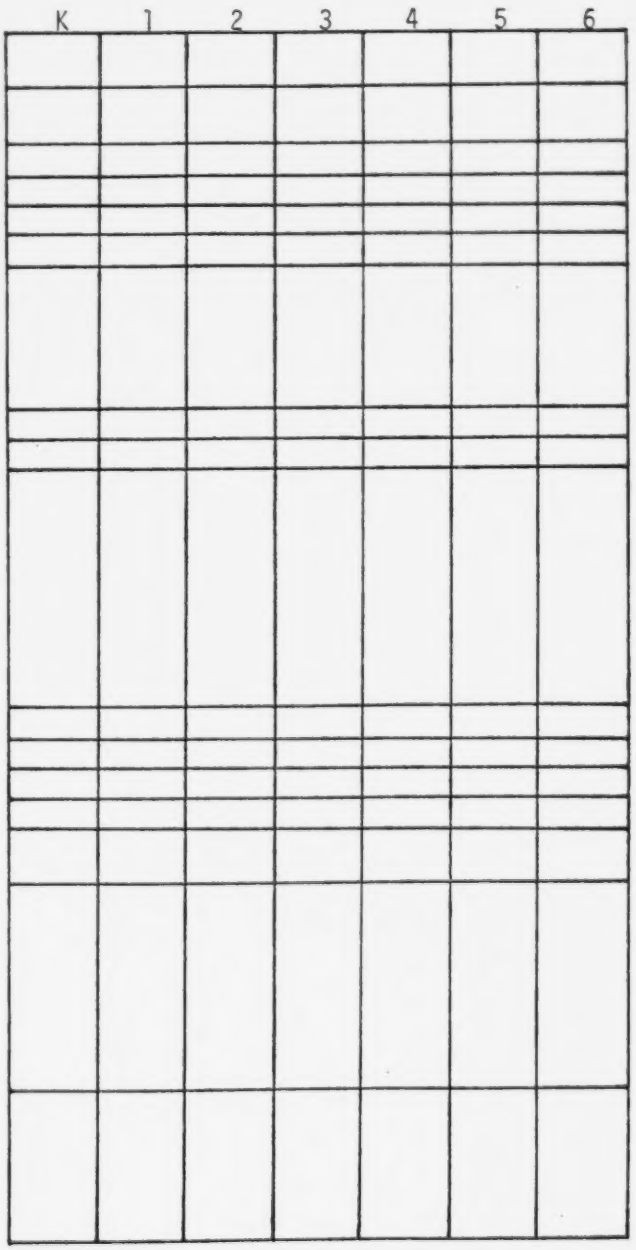
- -definition/kinds of information
- -organization
- -INDEX SKILLS

Card Catalog

- -information on card: author, title, publisher, copyright, pages, illustrations, call number
- -ALPHABETIZING SKILLS
- -author/title/subject access
- -ARRANGEMENT SKILLS
- -INDEX SKILLS
- -location of books using call number

Special Reference

- -distinction among: dictionary, encyclopedia, atlas, almanac
- -awareness of specialized sources, e.g. biographical dictionaries, books of quotations, specialized encyclopedias



Visual Literacy Strand

Teaching concepts related to visual literacy will include using examples from illustrated books and media for children. Integrating visual instruction with classroom curriculum is a goal.

Wordless Books/Films

- -interpretation of plot/conflict including prediction of resolution
- -characters
- -setting
- -feeling tone
- -theme/message

Illustrative Style

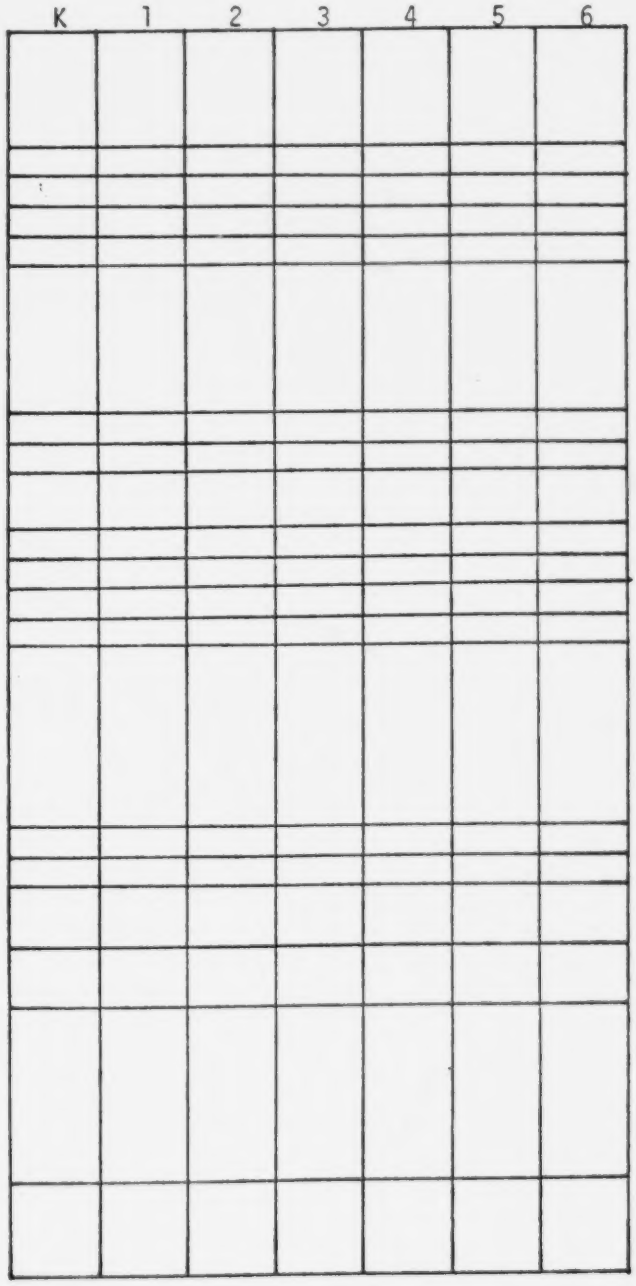
- -clues to plot in illustrations
- -color and shape
- -texture
- -medium: collage, water color, wood cut, penline, etc.
- -sequence
- -perspective
- -motion
- -composition

Critical Viewing

- -camera techniques: position, motion
- -music as it influences mood
- -sound effects
- -distinction fact/opinion; reality/fantasy
- -distinction types of programming: drama, news, etc.

Medium/Message

- -ability of each medium to inform and/or emote
- -characteristics of each medium and its ability to create feeling tone, emphasis, motion



Production Strand

Concepts related to production are taught as students participate in the total production process. Basic student productions should include a drama, an audio tape, puppetry, and one camera (still, animated or video) based production.

Storyboarding

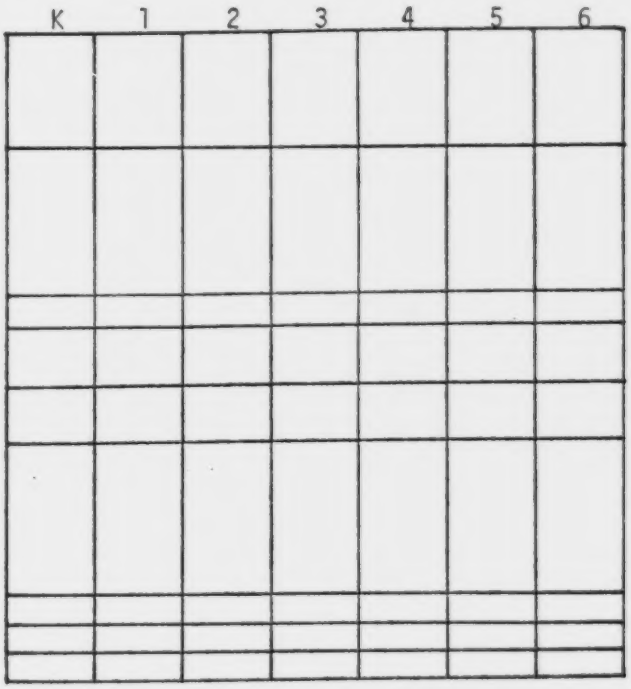
-organization of content around time, story-line, subthemes, or other organizers

The Camera

-operation
-composition
-perspective position of camera in relation to audience
-creating illusions: distance, size, motion

Drama

-the role of the narrator
-interpretation of character
-staging
-voice projection



Computer Strand

Use of the computer by students will occur most often in relation to specific classroom assignments. However, basic instruction about computers will be provided by the library media specialist.

Operation

- -handling diskettes
- -loading diskettes
- -special function keys: return, escape, space bar, arrows, reset, control open apple
- -on/off switch
  - -master switch
  - -computer/monitor
  - -printer
- -select, line-feed, form feed on printer

History

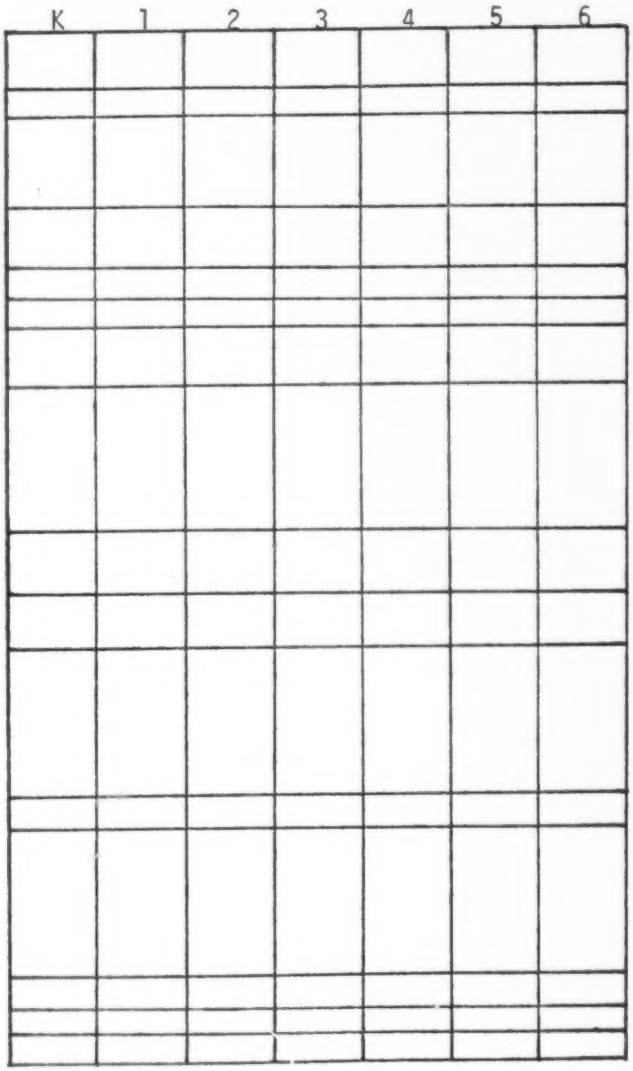
- -from abacus to microcomputer
- -advances in size, speed, accuracy
- -capacity to store information and follow instructions

Applications

- -current uses in society
- -predictions for future uses

Components

- -input device
- -central processing unit
- -memory
- -output devices



Literature Strand

Concepts related to literature will be taught in the context of the library media specialist using a variety of critically acclaimed and notable children's literature as examples.

Folklore

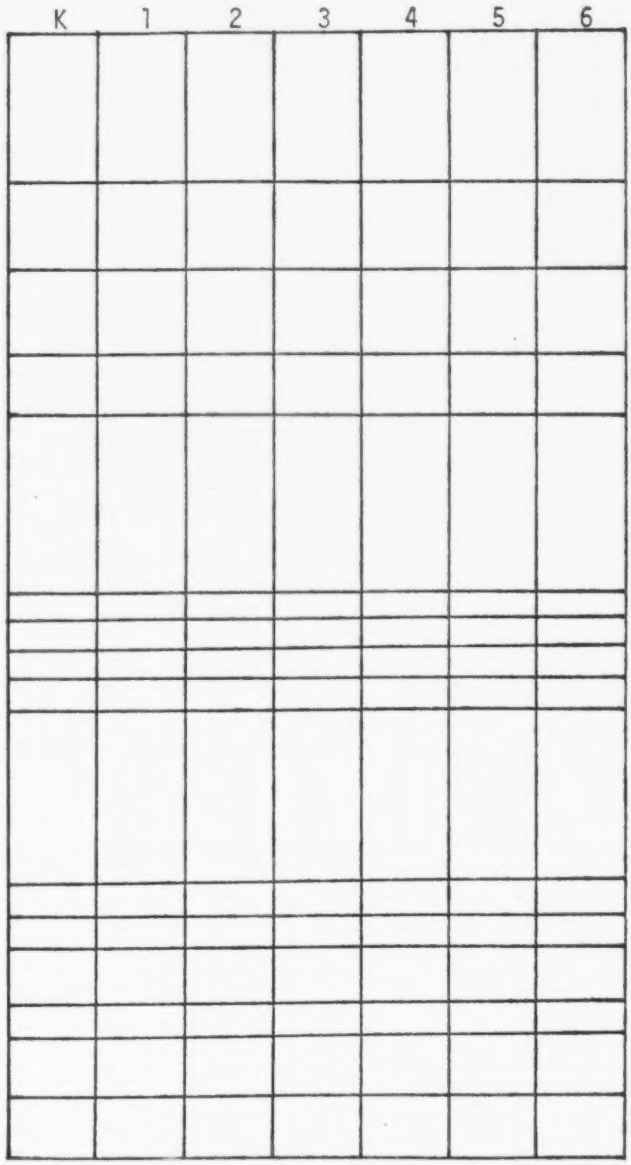
- -motifs: repetition, talking beasts, villain/hero, special numbers, magic, simpletons, trickery, happy endings
- -types: cumulative tales, tales of magic, fables, tall tales, pourquoi tales, myths
- -relationship between a culture's values and its folklore
- -comparison of folktale versions across cultures

Literary Elements

- -plot (including predicting outcomes)
- -character
- -setting
- -theme
- -climax or turning point

Literary Style

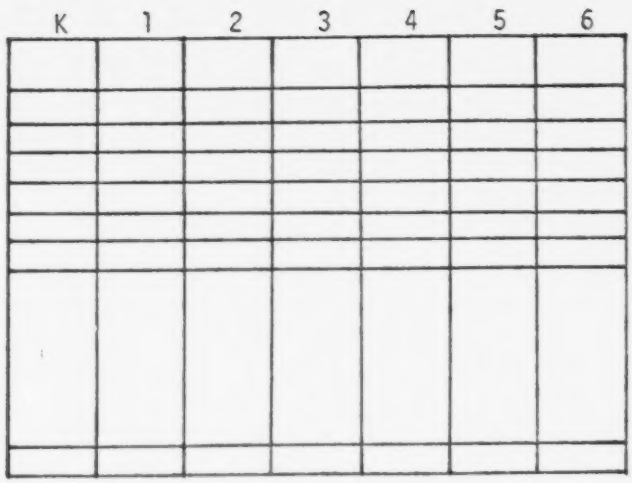
- -motifs characteristic of given authors
- -point of view
- -realistic vs. fantastic
- -target audience of given authors
- -themes/messages
- -relationship of creative work to the author's real life
- -language: figurative, patterns, repetition



Literature Strand

Genre

- -realistic fiction
- -mystery/suspense
- -fantasy
- -science fiction
- -poetry
- -historical fiction
- -biography



Criteria for Acclaim

- -selection criteria for specific awards
- -attributes of notable books

Enrichment

Each strand in the library media curriculum has potential for enrichment. The enrichment generally takes the form of greater depth in the topic rather than adding new topics. What follows are directions that enrichment might take.

Research

- -guided choosing/narrowing topic
- -locating information (INDEX SKILLS; PARTS OF A BOOK SKILLS)
- -guided note-taking
- -organizing/outlining
- -simple bibliographic form

Literature Strand

- -literary study of novel

Visual Literacy Strand

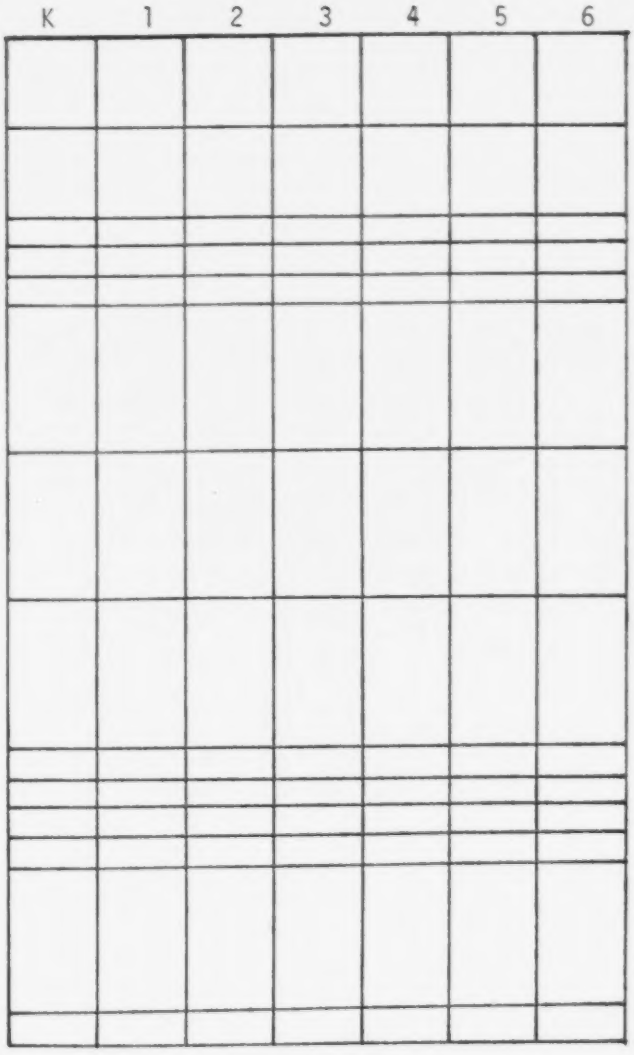
- -cartoons/caricature

Production Strand

- -animation techniques
- -video editing techniques
- -audio dubbing techniques
- -slide-tape process
- -book binding process

Computer Strand

- -wordprocessing
- -data base management



Key: R-Review
I-Introduce
S-Strong Emphasis

LIBRARY/MEDIA SKILLS
Junior High

Information Skills Strand
"Base Skills"

At the junior high level, teaching of skills in the elementary program is assumed.

	7	8
Index Skills		
-key words	R	
-cross references	R	
-main headings/sub headings	R	
Parts of a Book		
-information on title page: title, author, illustrator, publisher, copyright	R	
-index	R	
-glossary	R	
Arrangement		
-organization of the library	R	
-definition/location of fiction by call number	R	
-definition/location of biography by call number	R	
-definition/location of nonfiction by call number	R	
-definition/location of reference	R	
-location of current and back issues of magazines	S	R
Filing Order		
-word by word alphabetizing	I	R
-abbreviations	I	R
-chronological order	I	R

Information Skills Strand
"Application Skills"

These skills involve application of the basic library skills to specific library situations. Units taught must include instruction and practice of the basic library skills in an applied context.

	7	8
Encyclopedia		
-location in media center	R	
-INDEX SKILLS	R	
-guide words (cross references)	R	
-note-taking	S	
Almanacs (covered in Global Studies classes)		
-definition/kinds of information	R	
-organization	R	
-INDEX SKILLS	R	
Card Catalog		
-information on card: author, title, publisher, copyright, pages, illustrations, call number	R	
-author/title/subject access	R	
-ARRANGEMENT SKILLS	R	
-INDEX SKILLS	R	
-location of books using call number	R	
-FILING ORDER	I	
Indexes		
-use of Reader's Guide	S	R
-use of other indexes such as National Geographic	I	

	7	8
Special Reference		
-distinction among: dictionary, encyclopedia, atlas, almanac	R	R
-awareness of specialized sources, e.g. biographical dictionaries, books of quotations, gazetteer, specialized encyclopedias	I	I
Research		
-choosing/narrowing topic*	I	R
-search strategy-planning, where to look, what to "look under"	S	S
-locating information - INDEX SKILLS	S	S
-note-taking	S	S
-organizing/outlining	S	S
-bibliographic form	S	S

*To a large extent, this step is done for students in junior high; we feel concept requires senior high level thinking skills.

Key: R-Review
I-Introduce
S-Strong Emphasis

SENIOR HIGH SCHOOL MEDIA SKILLS

Library instruction in the senior high school reinforces skills learned in the elementary and junior high schools. The instruction centers around: 1) orientation activities for incoming ninth graders; 2) review of research skills in cooperation with ninth grade language arts teachers as students prepare speech symposium during 3rd trimester; 3) review of research strategy and skills in cooperation with tenth grade language arts teachers as tenth grade students prepare research paper during 2nd trimester; 4) introduction of new reference sources and review of search strategies for ninth and tenth grade language arts, as well as other content areas.

Strand	Competencies	9	10
Media Center Orientation	The student will be able to:		
	Identify library media personnel.	I	
	Observe media center rules.	I	
	Handle books, materials and equipment responsibly.	R	
	Check out and return materials correctly.	R	
	Properly identify all areas, locations of materials and equipment in the IMC with the use of a map exercise.	I	
	Identify primary goals and purposes of a school media center.	I	
Search Skills and Use of Media Materials	The student will be able to:		
	Write bibliographic information.	R	
	Take notes.	R	
	Determine validity of sources.	I	
	Organize a search strategy and complete library skills activities which will show competence using:		
	Card Catalog	R	
	Dictionary	R	
	Encyclopedia	R	
	Readers' Guide to Periodical Literature - using back issue magazines as well as microfilm	S	
	World Almanac	R	
	Atlases		
	Bartlett's Familiar Quotations	S	
	Contemporary Authors	S	
	Who's Who in America Series	S	
	SIRS (Social Issues Resource Series) (New source)	S	

Strand	Competencies	9	10
Search Skills and Use of Media Materials	The student will be able to:		
	Prepare a research paper using these eight skills:		
	locating sources		
	differentiating between primary and secondary sources	I	
	writing a thesis statement	S	R
	organizing ideas, including the introduction, transitions, and conclusion	I	
	synthesizing	S	
	proofreading and editing	S	
	skimming	S	
	footnoting	S	R
	Organize a search strategy and show competence using:		
	Card Catalog	R	
	Readers' Guide to Periodical Literature	R	R
	SIRS (Social Issues Resource Series)	I	R
	Vertical Files	I	
	Facts-on-File		
	For author research in L.A. class use:		
	Who's Who in America Series	I	R
	Contemporary Authors	I	
	Current Biography	I	R
	American Writers	I	
	Wilson's Kunitz Series	I	
	Dictionary of American Biography	I	
	Dictionary of National Biography	I	
	Demonstrate proficiency with one word processing program. (At 10th grade L.A. teacher's request, review AppleWriter skills.)		I
	Use on-line data base in selected elective classes.		S